The New Alternate Assessment: Dynamic Learning Maps for Students with Significant Cognitive Disabilities


Overview

- Guidance for Determining Participation in General Education Standards and Curriculum to Support DPI Model Form I-4
- Model IEP Forms Update: I-7
- Dynamic Learning Maps Assessment
  - Fall Participation
  - Training and Resources
  - Accessibility Policy
  - Sample Items

Participation in Alternate Assessment Model Form I-4

Sample Special Education Form

- I-4 IEP: Present Level of Academic Achievement and Functional Performance

- Guidance for Determining Participation in General Education Standards and Curriculum to Support DPI Model Form (I-4)

- http://sped.dpi.wi.gov/sped_forms06

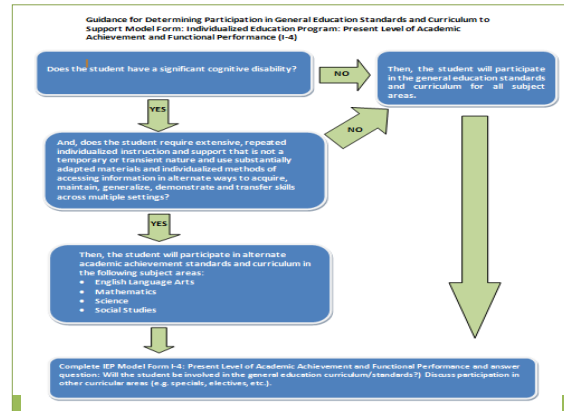## Alternate Assessments: Students with Significant Cognitive Disabilities

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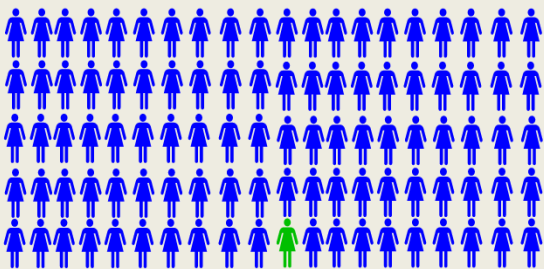
Purpose

Will the student be involved full-time in the general education curriculum or, for preschoolers, in age-appropriate activities?

Caution

- IEP teams should practice caution when making determinations about which set of standards and curriculum a student will access, particularly in the lower grades.
- IEP teams should make the *decision to use alternate academic achievement standards only after careful consideration of the potential long-term impacts of limiting a student's opportunity to learn the same skills, knowledge and concepts expected of their peers.*

Guidance for Determining Participation in General Education Standards and Curriculum to Support Model Form: Individualized Education Program: Present Level of Academic Achievement and Functional Performance (I-4)

Does the student have a significant cognitive disability? — NO → Then, the student will participate in the general education standards and curriculum for all subject areas.

↓ YES

And, does the student require extensive, repeated individualized instruction and support that is not a temporary or transient nature and use substantially adapted materials and individualized methods of accessing information in alternate ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings? — NO ↗

↓ YES

Then, the student will participate in alternate academic achievement standards and curriculum in the following subject areas:
- English Language Arts
- Mathematics
- Science
- Social Studies

Complete IEP Model Form I-4: Present Level of Academic Achievement and Functional Performance and answer question: Will the student be involved in the general education curriculum/standards? Discuss participation in other curricular areas (e.g. specials, electives, etc.).

Overview of Process

Step One: Determine if student has a significant cognitive disability

Step Two: Consider level of instructional support

Step Three: Using information gathered from Steps One and Two, determine if student will participate in alternate academic achievement standards and curriculum for English language arts, mathematics, science and social studies.

Step One: Determine if student has a significant cognitive disability

The federal government has stated that students with significant cognitive disabilities are students:

1) who are within one or more of the existing categories of disability under the IDEA [Individuals with Disabilities Education Act] (e.g., cognitive disability, autism, multiple disabilities, traumatic brain injury, etc.)and;

Step One: Determine if student has a significant cognitive disability

2) whose cognitive impairments may prevent them from attaining grade-level achievement standards, even with the very best instruction.

Step Two: Consider level of instructional support.

Does the student require extensive, repeated individualized instruction and support that is *not* a temporary or transient nature and use substantially adapted materials and individualized methods of accessing information in alternate ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings?

Step Two: Consider level of instructional support.

○

Decisions for determining participation in alternate academic achievement standards and curriculum for English language arts, mathematics, science and social studies must not be based solely on the following:

1. A disability category or label
2. Poor attendance or extended absences
3. Native language/social/cultural or economic difference
4. Expected poor performance on the general education assessment
5. Academic and other services student receives
6. Educational environment or instructional setting
7. Percent of time receiving special education
8. English Language Learner (ELL) status
9. Low reading level/achievement level
10. Anticipated student's disruptive behavior
11. Impact of student scores on accountability system
12. Administrator decision
13. Anticipated emotional duress
14. Need for accommodations (e.g., assistive technology/AAC) to participate in assessment process

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Step Three

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If the answers to step one and step two are "Yes", then the student will participate in alternate academic achievement standards and curriculum for English language arts, mathematics, science and social studies at their grade level.

Step Four

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Complete IEP Form I-4: Present Level of Academic Achievement and Functional Performance *and* answer question:

Will the student be involved in the general education curriculum/standards?

Step Four

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- If the IEP team indicates a yes for Step 3, then the team would select "No" for Step 4 and describe the extent to which the student will not be involved in the general education curriculum.

- IEP teams must also address participation in other curricular areas (e.g. specials, electives, etc.).

Sample Special Education Model IEP Form I-7-A

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I-7-A Participation Guidelines for Alt. Assessment	
Participation Criterion	**Participation Criterion Descriptors**
1. The student has a significant cognitive disability	Review of student record indicates a disability (i.e. Autism, Cognitive Disability, or Traumatic Brain Injury) that significantly impacts intellectual functioning and adaptive behavior. Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.
2. The student is primarily being instructed using the Common Core Essential Elements and the Extended Grade Band Standards as content standards.	Goals listed in the IEP for this student are linked to the enrolled grade level Common Core Essential Elements and the Extended Grade Band Standards and address knowledge and skills that are appropriate and challenging for this student.
3. The student requires extensive direct individualized instruction and substantial supports to achieve measureable gains in the grade-and age-appropriate curriculum.	The student a. requires extensive, repeated, individualized instruction and support that is not of a temporary nature and b. uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings.

Decisions must not be based solely on the following:

1. A disability category or label
2. Poor attendance or extended absences
3. Native language/social/cultural or economic difference
4. Expected poor performance on the general education assessment
5. Academic and other services student receives
6. Educational environment or instructional setting
7. Percent of time receiving special education

Decisions must not be based solely on the following:

8. English Language Learner (ELL) status
9. Low reading level/achievement level
10. Anticipated student's disruptive behavior
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14. Need for accommodations (e.g., assistive technology/AAC) to participate in assessment process

Sample Special Education Model IEP Form I-7 Statewide Assessment

Understanding the Language

Understanding the Language

Transitioning from paper-pencil assessments to online assessments:

- ACT Aspire
- Smarter Balanced Assessment
- Dynamic Learning Maps
- Access for ELLs 2.0

Sample Special Education Forms I-7

- I-7-ACCESS for ELLs®/Alt. ACCESS for ELLs™

- I-7 ACT Plus Writing/The ACT WorkKeys

- I-7 ASPIRE Early High School

- I-7-District-Wide

Sample Special Education Forms I-7

- I-7 DLM (Dynamic Learning Maps)

- I-7-SBA (Smarter Balanced Assessment)

- I-7-WAA-SwD (Wisconsin Alternate Assessment for Students with Disabilities)

- I-7-WKCE (Wisconsin Knowledge and Concepts Examination)
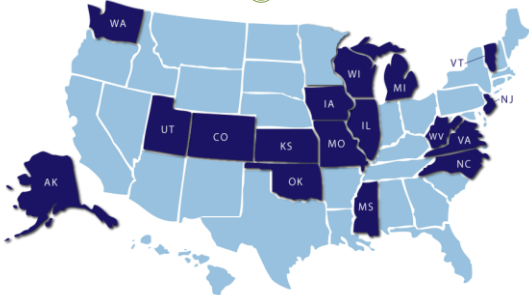

DYNAMIC LEARNING MAPS

DLM Overview

- Overview
- 14-15 Assessment Timeline
- Training:
  - District-Level Training
  - Test Administration Training
  - Sample Items
- Accessibility Features and Supports

DLM Overview

- Technology Requirements
- Additional Features of the DLM System:
  - Professional Development
  - Instructionally Tool

Dynamic Learning Maps Consortium States

General Supervision Enhancement Grant (GSEG)

IDEA funded grant awarded by the Office of Special Education Programs, at the U.S. Dept. of Education.

- Four Year Grant (2010-2014)
- Two consortia were awarded grants
  - National Center and State Collaborative
  - Dynamic Learning Maps

Wisconsin Department of Public Instruction

Outcomes of the Consortium

- **New alternate achievement standards and achievement level descriptors** based on the Common Core State Standards for ELA and Math
- **Learning maps**, which will include tasks of various proficiency levels leading to formative assessment and tools for educators.
- Annual **summative assessment** (used for accountability purposes)- online, adaptive
- **Professional development** modules for teacher training
- Advanced feedback and **reporting** systems (including growth modeling)

Wisconsin Department of Public Instruction

Assessment Timeline

2014-15 Student Assessment Schedule

Fall 2014
- DLM Field Test A-9th Grade required
  o (Oct. 13-31)

- WAA -SwD
  o Sci and SS 4,8,10
  (Oct. 27- Nov. 7)

Winter 2014-2015
- DLM Field Test B- includes Writing Nov 10-Dec 20

- DLM Field Test C- Jan. 6-March 6

2014-15 Student Assessment Schedule

Spring 2015
- DLM 3-11 Operational
  o March 30-May 22

Field Test

Field Test A-9th Grade Participation

- In compliance with 2011 Assembly Bill 40 Act 20 and the 2013-15 biennial state budget, Wisconsin will assess high school students in 9th, 10th, and 11th grades beginning with the 2014-2015 school year.

- A rater form/DLM™ Field Test A will be used only in the Fall of 2014. Beginning Fall 2015, an operational DLM™ assessment will be available for Fall administrations.

Field Test-Optional Participation

- While not required, students in grades 3-8 and 10-11 are strongly encouraged to participate in the field test.
- This will help to ensure:
  - Test administrator familiarity
  - Student familiarity with item types and technology
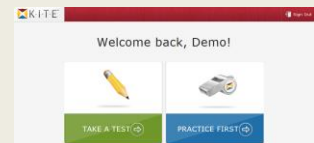 - District technology systems compatibility

Technology

HTTP://DYNAMICLEARNINGMAPS.ORG/CONTENT/KITE

Four Integrated Applications

- Learning Map
- Content Builder
- Test Delivery Engine ("KITE Client")
- KITE Educator Portal

Test Delivery Engine (KITE Client)

- Secure browser
- Works on PC, Mac, iPad, Chromebooks
- Can use with Smart Boards

KITE Educator Portal

- Professional development
- Student rosters
- Personal Needs Profile & First Contact Survey information
- Instructional support interface
- Reports

Technology Requirements

http://dynamiclearningmaps.org/content/kite

Required Training

District-Level Training

District Assessment Coordinators, Data Stewards, and Technical Liaisons

http://dynamiclearningmaps.org/content/district-staff-training-resources-ye

Required District Steps in Educator Portal

- Upload Users-assign them an appropriate role in the portal as well as a school building
- Upload Students- make sure to use the WSN as the state identifier and to follow descriptions found in the Data Steward Manual
- Upload Rosters- each educator should have two rosters, one for ELA and one for Mathematics
- Ensure that the latest version of KITE Client has been installed on each testing device and firewall settings have been adjusted

Required Test Administrator Steps in Educator Portal

- Complete Required Test Administrator Training Modules
- Verify information in rosters
- Complete the Personal Needs Profile for each student-verify consistency with IEP
- Complete the First Contact Survey for each student-this will activate the production of a test ticket for each student.
- Print the Test Ticket for each student and refer to TIPs page at http://dynamiclearningmaps.org/content/erp_ye

Test Administrator/Teacher Training

- Module 1 – Overview of the DLM Assessment
- Module 2 – DLM Test Security
- Module 3 – Accessibility for All Students
- Module 4-YE – How the Assessment Works
- Module 5 – Preparing for the Test
- Module 6 – Computer Delivered Testlets
- Module 7 – Teacher Administered Testlets

Sample Items/Testlets

Sample Items/Testlets

- 'KITE' Client must be installed on device
- Use demo student username and passwords depending on accessibility need
  - http://dynamiclearningmaps.org/sites/default/files/guide_practice_and_released_testlets_summer_2014.pdf

Accessibility Features and Accommodations

HTTP://OEA.DPI.WI.GOV/FILES/OEA/PDF/ACCESSIBLITY%20MANUAL%202014-15.PDF

DLM Accessibility Features - Embedded

- Read-aloud with highlighting
  - Text Only
  - Text & Graphics
  - Graphics Only
  - Nonvisual
- Magnification
- Invert Color Choice
- Color Contrast
- Overlay Color

DLM Accessibility Features – Non-Embedded

- Administration via iPad
- Adaptations regarding presentation and communications
  - Switches
  - Adaptive equipment
  - Manipulatives
  - Uncontracted Braille

DLM Additional Accessibility Features - Non-Embedded

- Human Read Aloud
- Sign Interpretation of text
- Language translation of text
- Test administrator enter responses for students
- Partner-Assisted Scanning (PAS)

Additional Features of the DLM System

DLM Professional Development

- Dynamic Learning Maps consortium has created self-directed learning modules based upon CCEEs
- (30-45 minutes on average) and focuses on a single topic
- http://dynamiclearningmaps.org/unc/facilitated/index.html

Optional Instructional Tools

- DLM has created instructional tools related to specific CCEEs as well as a short assessment to help gauge a students understanding of the skill
- Found in Educator Portal
- Optional but designed to be used on a day-to-day basis as needed
- If used, educators will be able to print a progress report of their student's growth throughout the school year

Resources

Common Core State Standards
http://commoncore.dpi.wi.gov/

Common Core Essential Elements
http://sped.dpi.wi.gov/sped_assmt-ccee

Office of Student Assessment-DLM
http://oea.dpi.wi.gov/assessment/DLM

Dynamic Learning Maps
http://dynamiclearningmaps.org/wisconsin

Dynamic Learning Maps Professional Development
http://dynamiclearningmaps.org/unc/facilitated/claims/index.html

Contact Information

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QUESTIONS?